



- Student Achievement
- Human Capital & Development
- Community Collaboration
- Fiscal Responsibility

School Improvement Plan

School
Name

Emily Lembeck Early Learning Center

School
Year

2019-2020

Members



Christine Ramirez, Director

Meredith Crittenden, Coordinator

Leslie Danford, Child Development
Specialist

Elizabeth Thomas, PK teacher

Needs Assessment



Total Number of Students FY 20	Total Number of Students on Free and Reduced
148	56 (39.19%)

Stability and Mobility FY 19	Enrolled all year	Enrolled or withdrew	Total Students	Mobility Rate	Stability Rate
143	159	26	169	15.38%	89.94%

Homeschool	# FY20
Burruss	17
Dunleith	21
Hickory Hills	16
Lockheed	9
Park Street	8
Sawyer Road	15
West Side	9
Non-resident employee	11

FY 20 Leadership & Staff

Director: Christine Ramirez
Coordinator: 1

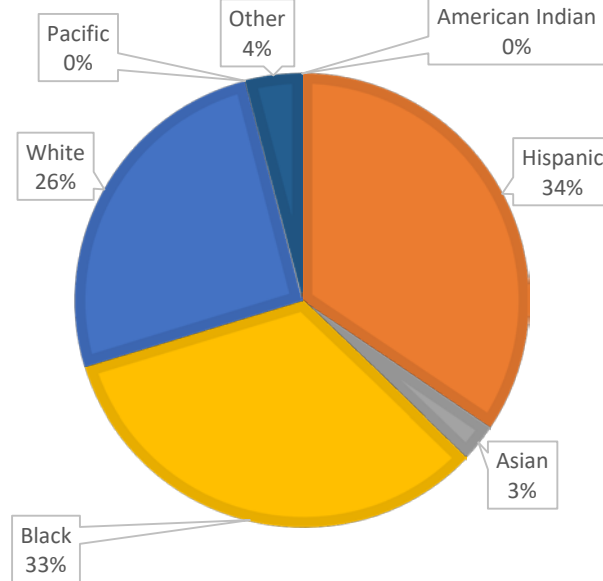
Certified Staff: 7.5
Classified Staff: 7
DSS Staff (All): 7

Students

	# Classes	Male	Female	Total
PreK Gen Ed	5	52	53	105
PreK Sped	2	13	6	19
TOTALS	7	65	59	124

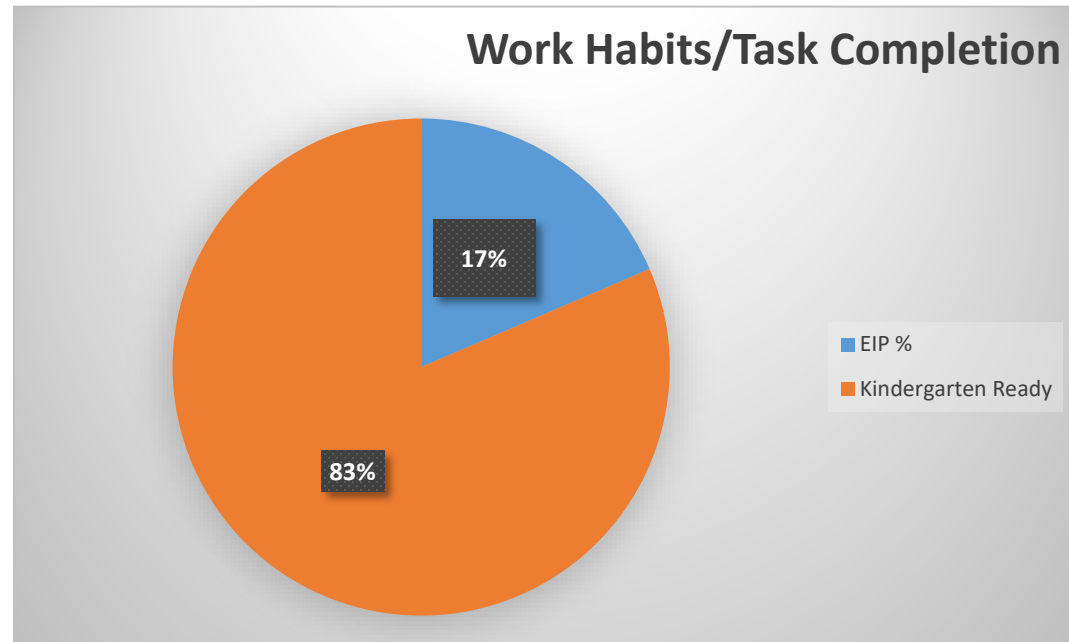
The ELC supports an additional 24 students through community-based services.

EMILY LEMBECK EARLY LEARNING CENTER

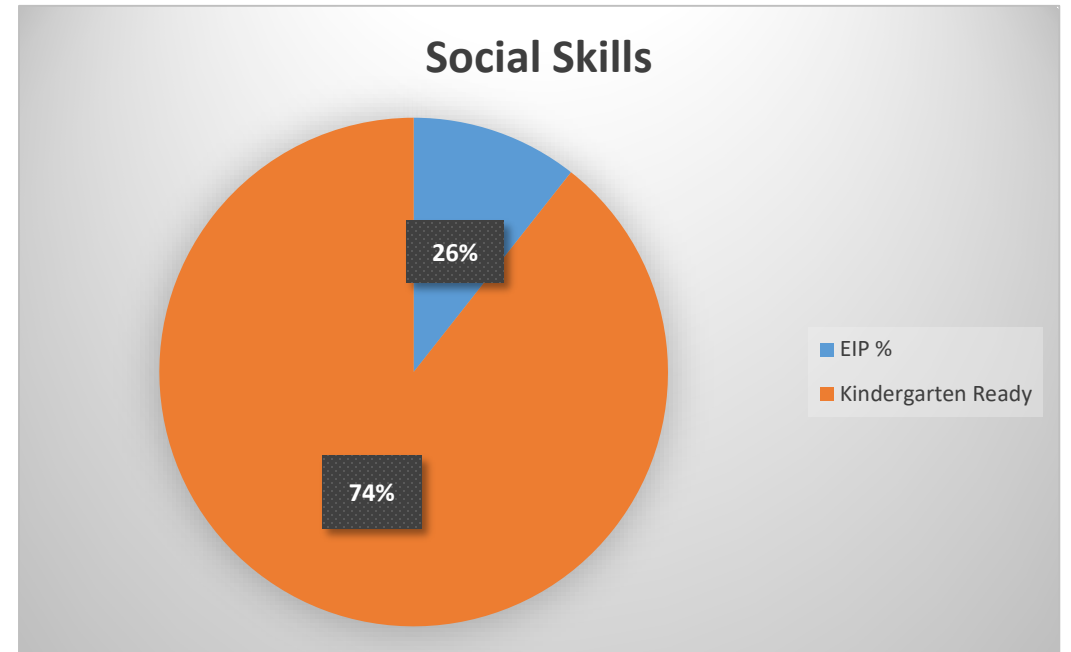


Kindergarten Data FY20- SEL

83% was the average score of rising Kindergarten students who attended the ELC in the area of SEL Work Habits/Task Completion

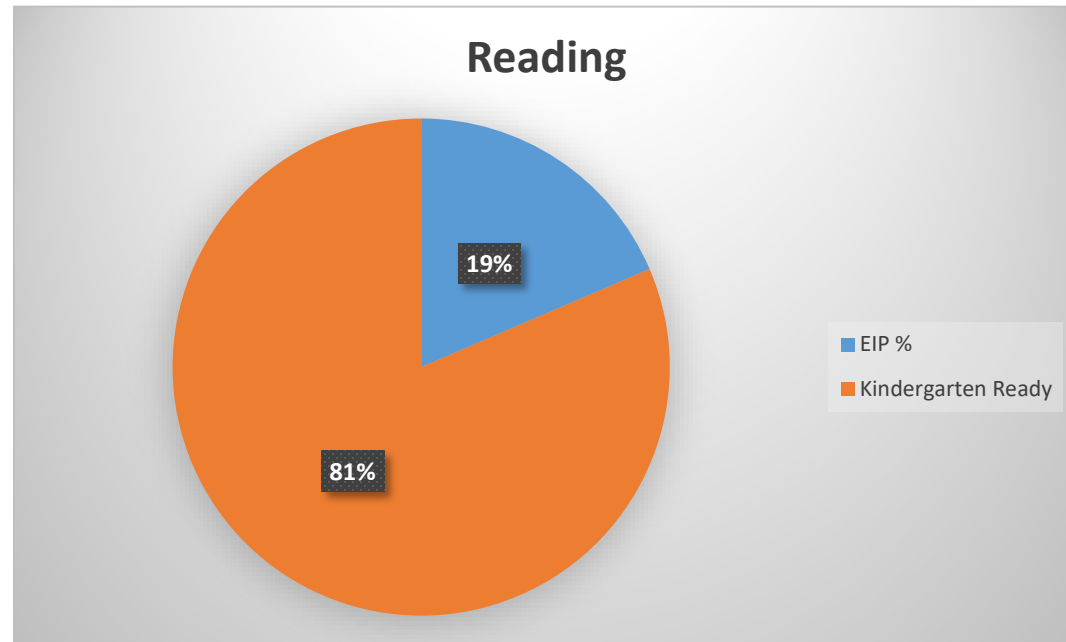


74% was the average score of rising Kindergarten students who attended the ELC in the area of SEL Social Skills

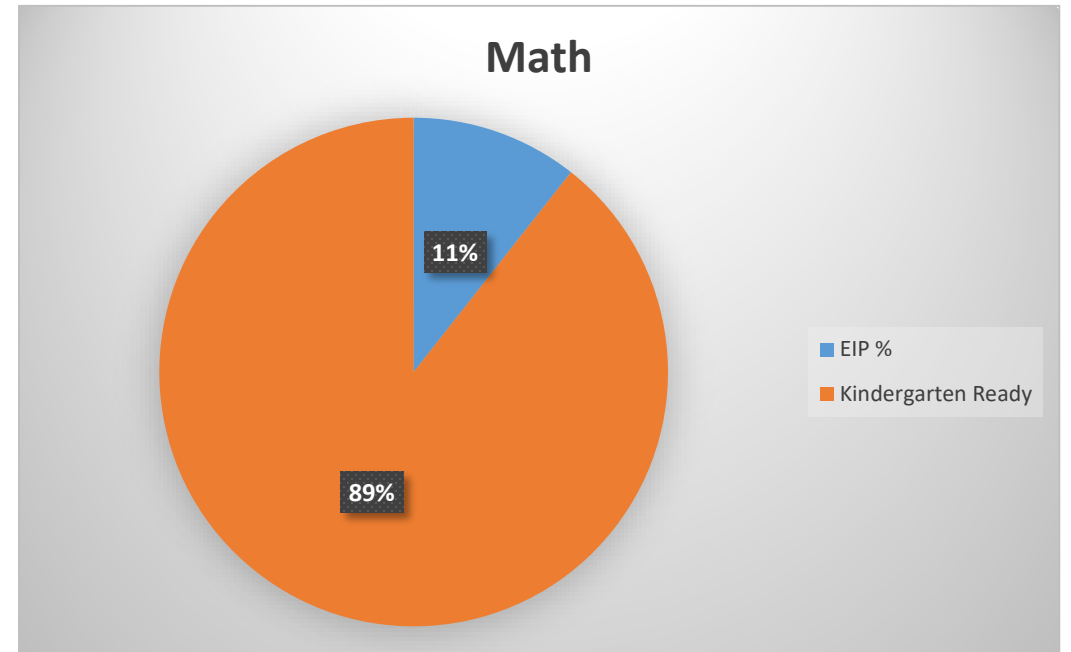


Kindergarten Data FY20

81% of rising Kindergarten students who attended the ELC were Kindergarten Ready in the area of reading.



89% of rising Kindergarten students who attended the ELC were Kindergarten Ready in the area of math.



Strategic Plan:



STUDENT ACHIEVEMENT

Prepare every student for college and career success.



HUMAN RESOURCES

Recruit and retain effective teachers and staff who meet the district's diverse needs.



COMMUNITY COLLABORATION

Increase community engagement across the district.



FISCAL RESPONSIBILITY

Establish fiscal processes that align to the needs of students and staff.

Outcomes/Goals: What will success look like for our school? (Smart Goals)

At the Emily Lembeck Early Learning Center, 75% of our Pre-K students will score at the developing or proficient level on the Phonological Awareness Assessment.

Employ and retain highly qualified and effective teachers along with employing staff members with HQ certification and those who exhibit the vision of Marietta City Schools.

Increase and develop the number of community partnerships to provide services, support, and establish opportunities to positively impact birth-4 population.

Ensure financial efficiency and equity of programs and supports to meet the needs of all students.

Initiatives: What will we do to achieve success?

At the Emily Lembeck Early Learning Center, 90% of our students will leave the PK with at least 80% of demonstrated social emotional skills in the areas of social skills and work habits/task completion.

Continue professional learning opportunities for all staff members to meet the needs of all students while supporting their social emotional needs.

Increase the attendance and number of opportunities for families and other early learning organizations to engage in academic and social experiences by providing community and family trainings.

Ensure financial efficiencies with priority trainings that support student academic and social needs.

Provide PL opportunities for scaffolding phonological awareness activities and ensuring progress monitoring is occurring so appropriate intervention is in place.

- Professional development
- Continue with pride and moral committee
- Continue with school climate committee

- Inviting community participation to trainings
- Meeting with community literacy groups: Marietta Partnership for Literacy

Continue to prioritize PD money to ensure staff have the resources to meet the focused skills of students.

Provide continual professional learning with Conscious Discipline and the implementation of the 7 skills.

Provide opportunities for teachers and staff members to attend trainings and professional development opportunities as they become available throughout the year.

Providing supports for families through parent trainings. Working with early learning organizations for the good of the Marietta City community, as well as, connections with wrap around services.

Follow district and State (GAPK) monitoring guidelines to ensure that we are in compliance and operating at full capacity.


**Initiatives:
What will we
do to achieve
success?**

**Critical actions: What major actions
will we complete and by when
(student groups)?**

**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

**Outcomes: What will success look if
we provide opportunities for all
children?**

Phonological Awareness



**STUDENT
ACHIEVEMENT**
Prepare every student for
college and career
success.

Social Emotional Learning

- Provide opportunities for on-site and off-site professional learning to support the needs of students specifically in the area of phonological awareness.
- Provide time for data digs where teachers will analyze student data and make instructional plans
- Formal assessing with the Rollins Center Phonological Awareness Assessment 3 times a year (August, December, and May)

- Provide opportunities for on-site and off-site professional learning to support the needs of students specifically in the area of social emotional learning.
- Center wide implementation of Conscious Discipline.
- Small group sessions focused on skills identified by the Brigance as areas of need for specific students.
- Skill based assessment two times a year using the Brigance (August/May)
- Additional staff attend Conscious Discipline Training

- Quarterly monitoring of progress through data during lead meetings.
- Evidence of strategies and skills in weekly lesson plans.
- Provide trainings that can support parent knowledge of phonological awareness.

- Small group interventions will take place based on data and classroom progress monitoring will occur to ensure transfer of skills.
- Mid year and End of year Brigance Data will be used to monitor the effectiveness of our small group interventions.
- Certificate of Completion from training

1) 75% of students will exit the program able to blend and segment phonemes in a 1 syllable word at developing or proficient level (developing-50%, proficient- 100%).
- Baseline:12% can blend and .01% (1 student) of students can segment phonemes in a 1 syllable word at developing or proficient level (developing-50%, proficient- 100%).

1) 90% of students will increase (if below 80% at initial rating) by 20% on 2 of the 5 Social Emotional Learning Brigance scales (Social Skills and Work Habits/Task Engagements).
- Baseline: 27% of students are at 80% or higher (Social Skills).
- Baseline: 29% of students are at 80% or higher (work habits and task completion).

2) 100% of students will maintain or increase (if above 80%) their score on 2 of the 5 Social Emotional Learning Brigance scales (Social Skills and Work Habits/Task Engagements).

**Initiatives:
What will we
do to achieve
success?**

**Evidence of Progress:
Impact Check #1- Fall**

**Evidence of Progress:
Impact Check #2- Winter**

**Evidence of Success:
Impact Check #3- End of Year**

Phonological Awareness

FY 20-Phonological Awareness data on ELC current students:
Blend Phonemes (expressively-no pictures) - 12% (C*A*T=CAT)
Segment Phonemes- .01% (CAT=C*A*T)



Prepare every student for college and career success.

Social Emotional Learning

FY 20-Current ELC data on Social Emotional Learning:
Social Communication- 39%
Social Skills-27%
Work Habits/Task Completion- 29%
Social Awareness- 45%
Expression and understanding of feelings- 22%

*These percentages reflect who have at least 80% of the skills

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(student groups)?**

**Evidence of progress: How will we
know that the initiative is working?
(Timeline)**

**Outcomes: What will success look like if
we provide opportunities for all
children (student groups)?**

Staff Retention



**HUMAN
RESOURCES**

Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.

Professional
Development

- Ensure that all staff members are highly qualified (2019-2020)
- Ensure that all staff members have current and valid certification in the area that they currently serve (2019-2020)

- Professional Development
- Staff Observations
- Yearly reports of staff retention

- Retention of staff
- Staff will have a broader range of social emotional and wellness strategies to apply in their own life and in a culturally diverse classroom.
- Staff will have increased opportunities to lead and grow professionally.

- Provide staff members with opportunities for professional development in the area of early learning through GA PK
- Provide staff members with access to professional development and training held through the district
- Teachers will participate in weekly PLC meetings focused on PA and SEL
- Three staff members will attend Conscious Discipline Training

- Staff members will attend trainings through Bright from the Start
- Staff members will attend Center professional development on Wednesdays
- Professional Development structured by foundational priority areas
- Certificate of Completion from training

- By the end of the 2019-2020 school year, each staff member will have met their professional goal and attended a minimum of one professional learning opportunity.

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**Evidence of Progress:
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**Evidence of Success:
Impact Check #3- End of Year**

Staff Retention

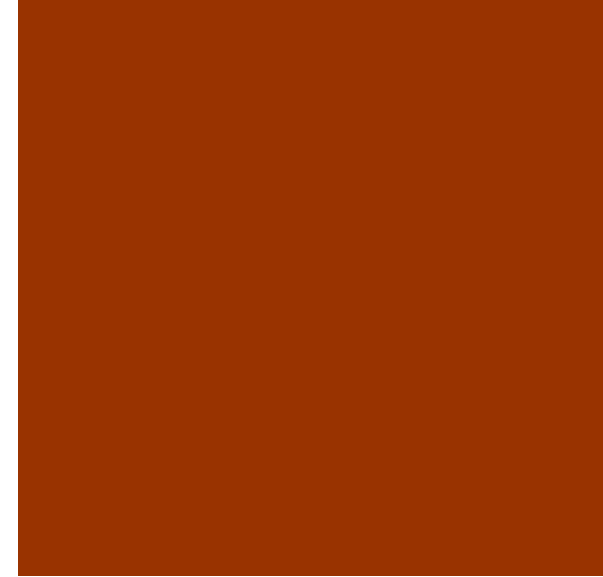
- Maintenance of current staff



**HUMAN
RESOURCES**

**Recruit and retain
effective teachers and
staff who meet the
district's diverse needs.**

- Training dates secured through Bright From the Start
- Certificates once training has been completed
- Wednesday Faculty sign in sheets for evidence of Center based professional development



Professional
Development

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children (student groups)?**

Building Partnerships

- Build partnerships with community impact groups: Library and Cobb Collaborative to create a building blocks for families (community support)
- Building partnerships with families

- Community knowledge
- Surveys completed after trainings

- Better prepared children moving into surrounding PK centers
- Improve the overall tardy and attendance rate of targeted students



**COMMUNITY
COLLABORATION**
Increase community
engagement across the
district.

Establish Community
and Family Services

- Building blocks for families will focus on Literacy, childhood behavior/mental health, and birth outcomes.
- Parent trainings on literacy and developing the reading brain

- Community knowledge
- Increase the number of parents involved in PPA, school sponsored events
- Surveys completed after trainings

- Sign in sheets from trainings
- Survey data
- Increase the amount of parents actively engaged in their students' learning and school activities

**Initiatives:
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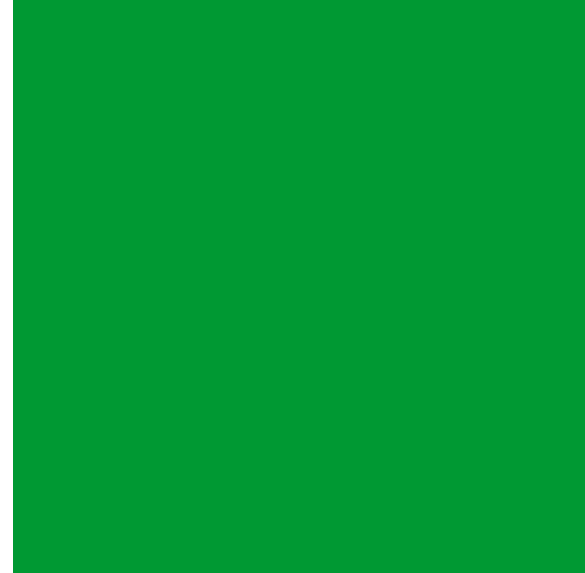
**Evidence of Progress:
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**Evidence of Progress:
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**Evidence of Success:
Impact Check #3- End of Year**

Building Partnerships

- Current partners: Library, Cobb Collaborative, Community In Schools, Kiwanis, Rotary Club
- Bi-weekly newsletter to families, teacher emails weekly, and ELC Community Nights



**COMMUNITY
COLLABORATION**

Increase community
engagement across the
district.

- Building blocks for learning through the local library
- Establish relationships with Cobb Collaborative partners



Establish Community
and Family Services

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Fiscal Alignment with
Critical Needs



- Professional Development
- Classroom Resources
- Started a Parents as Partners committee
- Have ongoing fundraisers throughout the year



- Increase of academic priority skills in the area of Phonological Awareness and Math



- Less children qualify who for EIP in the areas of math and ELA moving to Kindergarten



**FISCAL
RESPONSIBILITY**

Establish fiscal processes
that align to the needs of
students and staff.



- Professional Development on structures of CD
- Secure funding for off site CD training



- Increase of social emotional skills – specifically in the high priority areas of Social Skills and Work Habits/Task Engagement



- Increase of well regulated children ready to learn

Year 2
Implementation of
Conscious Discipline

**Initiatives:
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**Evidence of Progress:
Impact Check #1- Fall**

**Evidence of Progress:
Impact Check #2- Winter**

**Evidence of Success:
Impact Check #3- End of Year**

Fiscal Alignment with
Critical Needs

- Professional Development will be a high priority to ensure the fidelity the Conscious Discipline is implemented as a center
- Allow Early Learning Coordinator to identify resources/strategies that need to be purchased to meet academic goals
- Continue to work with Rollins to ensure best practice is implemented with fidelity



**FISCAL
RESPONSIBILITY**
Establish fiscal processes
that align to the needs of
students and staff.

- Provide funding to allow 3 staff members to attend the Conscious Discipline training over the summer



Year 2
Implementation of
Conscious Discipline